am
Near East
Syria

REPORT OF THE SYRIA-LEBANON EDUCATIONAL SURVEY

October 15, 1957 - January 15, 1958

T O

THE BOARD OF FOREIGN MISSIONS OF THE PRESBYTERIAN CHURCH, U.S.A.

THE SYRIA-LEBANON SYNOD OF EVANGELICAL CHURCHES

THE SYRIA-LEBANON MISSION OF THE PRESBYTERIAN CHURCH, U.S.A.

February 17, 1958

Frank T. Wilson
Educational Secretary

## FOREWORD

This report is made with gratitude for the privilege of participating in such a personally rewarding and professionally stimulating experience. In this experience members of the Survey Team were transformed from an "evaluation staff" into a fellowship of earnest inquirers.

Many minds and many hands, but finally one spirit, were joined in this undertaking. For the cooperation and assistance of those in Lebanon and Syria who extended such generous courtesies, hospitality and technical aid, we express our thanks.

To the educational institutions that released the time and talents of members of the Survey, there is a special word of appreciation.

To Dr. Albert Sanders who rendered such valuable services as Associate Educational Secretary and to Mrs. Jeanne A. Daniels for her faithful services in preparing this report, I am particularly grateful.

F. T. W.

TABLE OF CONTENTS

REPORT OF THE SYRIA-LEBANON EDUCATIONAL SURVEY

October 15, 1957 - January 15, 1958

The Survey of Educational Institutions in Syria and Lebanon was made in response to an expressed need and in answer to a request for help from the officers of the Syria-Lebanon Mission of the Presbyterian Church, U.S.A., and the Syria-Lebanon Synod of Evangelical Churches. The Mission and the Synod are custodians of a precious heritage and a tremendous responsibility bequeathed them by a succession of dedicated men and women who have made an effectual Christian witness in Syria and Lebanon for more than a century through the instrumentality of education.

The response of the Board of Foreign Missions to this request is contained in the following action:

> Upon the request of the Syria-Lebanon Mission for a thorough survey of the educational work in Syria-Lebanon and after concurrence by the Committee on Policy and Methods of the Board of Foreign Missions, which authorized further exploration of the matter, and having now received general approval from the Mission and the Church as to both procedure and personnel, the Board VOTED to authorize the Administrative Council in consultation with the Portfolio Secretary for the Near East and the Educational Secretary to plan for such a survey. . .

The purpose of the Survey was to evaluate every major aspect of the functioning of the schools and colleges which operate under the auspices of the Mission and the Synod. Included within the areas to be examined were the purpose, the administration, curriculum, faculty, student enrollment, as well as the more technical aspects of support and control. One of the most obvious factors in the preparation of the Survey Team for its task was to provide sufficient background to guarantee that the evaluation would be made not only in terms of the history of these institutions in relation to the life and work of the church, but also in relation to the cultural, social, political context within which these institutions are attempting to fulfill their purposes.

In the process of evaluation the Survey Team was concerned with four specific matters as follows:

I. Examination of the factual situation.

II. Analysis and interpretation of local problems and needs.

III. Evaluation of plans and projections for the future.

IV. Indication of procedures and resources for fulfilling re-defined objectives.

STEPS IN PREPARATION FOR THE SURVEY

The thoroughness and the ultimate results of the Survey were guaranteed by careful preparation on the field and in the offices of persons who were involved in this study. Adequate time was taken in the preparation of background materials and in the formulation of "instruments of inquiry" which would provide the Survey Team with historical data and interpretative literature sufficient to meet the needs of persons who might not have been intimately familiar with educational institutions in the Near East.

I. The Survey Advisory Committee

The first step in preparing the way for this evaluation was the appointment of a Survey Advisory Committee by the executive committees of the Mission and Synod. The composition and quality of the Advisory group is attested by the fields of responsibility indicated in the following list:

| | |
|---|---|
| Abu Rustum, Elias (Mr.) | In charge of Boarding Department of Tripoli Boys' School for many years. At present in charge of the elementary section of Tripoli Boys' School. Many years of devoted service to the School. |
| Aharonian, Rev. H. | Acting Principal of Near East School of Theology. |
| Alter, S. N. (Mr.) | Co-director with Mrs. Alter of the Jibrail Rural Fellowship Center. Specialist in Fundamental Education. |

| | |
|---|---|
| Decherd, D. H. (Mr.) | Principal of Tripoli Boys' School. |
| Dibu, Wadad (Miss) | First National Principal of Tripoli Girls' School. B.A. from Lindenwood College and did some work toward an M.A. Has been principal for four years. |
| Glockler, Annie (Mrs.) | Principal (Acting last year) of American School for Girls, Beirut. |
| Husni, A. E. (Mr.) | Teacher in Tripoli Boys' School and bookkeeper in Tripoli Boys' School and in Tripoli Girls' School. A long record of faithful and devoted service to the schools. Helps in administration of the Boys' School. |
| Jeha, Wadad Khoury (Mrs.) | First National Principal of Sidon Girls' School. M.A. in Education Administration from Cornell in 1952. This is her fourth year as principal. |
| Khabbaz, Toufic (Mr.) | Principal of two private National Schools, one in Suk el Gharb, Lebanon, and one in Homs, Syria. An able administrator, astute business manager, leader in the Protestant Church. Son of a famous pastor. |
| Makdisi, Anis (Prof.) | Professor Emeritus of Arabic at the American University of Beirut. Active in educational work in Synod. |
| Orme, Rhoda (Dr.) | Academic Dean of Beirut College for Women. Especially interested in the academic standards of the secondary schools in relation to entrance requirements at college. |
| Stoltzfus, W. A. (Mr.) | President of Beirut College for Women. Chairman of the Executive Committee of the Mission and a member of the Property Committee. Interested in the Survey from the point of view of entrants to BCW coming from Mission and Synod High Schools. |
| Teagarden, Irene (Miss) | Correspondent of Survey Committee on the field. Executive Secretary of Educational Committee, Chairman of Euthenics Department of Beirut College for Women, and Supervisor of Home Economics, Sidon Girls' School. |

White, F. L. (Mr.) — Principal of Gerard Institute. Has done considerable work on the government curriculum in an effort to prepare boys for the government examinations.

Willoughby, Rev. J. W. — Mission Secretary, Literature Secretary

## II. Selecting the Survey Team

The Survey Team was assembled from nominations of individuals from various parts of the world whose training, experience, and orientation equipped them for this important assignment. After carefully scrutinizing the qualifications and availability of nominees whose names were submitted to the Survey Advisory Committee, the following persons responded to the invitation to become members of the Survey Team:

Mrs. Wadad Cortas

B.A., American University of Beirut; M.A., University of Michigan, Ann Arbor, Mich.; Principal of Ahliah College, Beirut, Lebanon; Lecturer on "Western Civilization" at Beirut College for Women; Secretary of the Board of Founders of the Lebanese Academy.

Miss P. Mangat-Rai

Principal, Kinnaird College, Lahore, Pakistan; formerly taught at Kinnaird; studied at Harvard University and in England.

Dr. C. Stanley Smith

Field Representative for Nanking Theological Seminary Board of Founders; formerly Vice-President of Nanking Theological Seminary; more recently, Principal of Trinity College (theological) Singapore; co-author of "Anderson-Smith Report on Theological Education in Southeast Asia."

Rev. W. J. Sinclair Thompson

Educational Secretary of the Presbyterian Mission in Thailand and the Superintendent of the Mission schools; has served on Faculty of Bangkok Christian College; is 1956-57-58 Visiting Professor of Missions at McCormick Theological Seminary and when returns to Thailand will serve on Faculty of the Theological Seminary at Chiengmai; Master's Degree in Education from Cornell University.

Dr. Hachiro Yuasa

President, International Christian University, Tokyo, Japan; formerly President of Doshisha University, Kyoto, Japan; research entomologist, Natural History Survey, State of Illinois; delegate I.M.C., Madras; Lecturer, Olivet College; government fellow, Japan Ministry of Education; Ph.D., University of Illinois; Sc.D. Tokyo Imperial University.

Dr. Frank T. Wilson, Chairman

Educational Secretary of the Board; previously Professor of Education and Professor of Psychology and Dean of Students, Lincoln University, Pa.; Dean of the School of Religion, Howard University, Washington, D. C.; Chairman of the Department of Social Education and Action of the Presbyterian Board of Christian Education; Fellow of the National Council on Religion in Higher Education; National Student Secretary of the National Council of the Young Men's Christian Association for work in colleges and universities; Chairman of the Advisory Committee on Racial and Cultural Relations of the National Student Council of the YMCA; visitor and consultant on religious educational problems of institutions in India, Japan, Philippines, and Brazil; Doctor of Education from Columbia University.

III. Questionnaire--Instrument for Self-Study

The Survey Advisory Committee in collaboration with the Educational Secretary of the Board prepared a questionnaire to be used by local institutions as an instrument for self-study and for furnishing factual information. Responses to the various sections of this questionnaire were based upon data contained in the operation of these schools during the academic year 1956-57. In some cases, a supplementary "data sheet" was used to secure from these institutions factual information derived from operations during the First Semester 1957-58. (A copy of the questionnaire is included among the appendices.)

IV. Questions to the Survey Team

The educational committees of Mission and Synod in collaboration with the Survey Advisory Committee formulated two sets of questions for consideration by the Survey Team. These sets of questions were designed to guarantee both incisiveness and comprehensiveness in the approaches that

the Team would make to individual institutions as well as to the groups of institutions which operate under the auspices of Mission and Synod respectively. One set of questions was designated "Broad Questions Suggested to the Survey Team as They View our Educational System as a Whole." The other, "Specific Questions Suggested to the Survey Team as They Evaluate Individual Institutions." The questions in each category are given below in full text:

BROAD QUESTIONS SUGGESTED TO THE SURVEY TEAM AS THEY VIEW OUR EDUCATIONAL SYSTEM AS A WHOLE

I. Concerning the Objectives of the Educational Enterprise of Synod and Mission, we would like to know:

A. Are the goals clear and definite?

B. Are the people responsible conscious and aware of them and do they accept them?

C. Are the goals relevant to the real felt needs of Lebanon?

D. Are these goals sufficiently interpreted to the various groups in the several institutions?

II. Concerning other Aspects of the Educational Enterprise, we would like to know:

A. Is the Enterprise in its present organization within Synod and Mission, in its internal school organization and the various interrelations, adequate to accomplish those aims? (i.e., Do we have sufficient mechanism?)

1. Should the Enterprise develop into a "System". . .a distinctive Mission-Synod Educational system with:

a. A Board of Education including a superintendent.
b. Committee on curriculum and textbooks, on legal matters and relations with the government, on teacher training and leadership, on public relations including representation to the government, etc.

B. Does the Educational Enterprise with its present levels of Education--Elementary, Secondary, College, Rural and Theological--in Mission and Synod, have the right and balanced emphases to accomplish these goals?

1. Should there be more elementary education? Secondary? More of the other levels?

2. Should we develop vocational training schools?

3. Should more emphasis be placed on fundamental education?

4. Should we develop a Bible school extension of NEST for the lay people of the Evangelical church?

5. Should more emphasis be placed on extension work? i.e., parent-teachers' association and community activities?

6. Should we conform more to the government's program?

C. Is the personnel available now, missionary and national, enough and qualified to ensure a satisfactory degree of efficiency in the running of the Mission-Synod Educational Enterprise?

D. What policies bind the Educational Institutions together as regards transfer of students and staff and principals, uniformity of academic standards, etc.?

E. What is the correlation between the various levels of education of our Synod-Mission institutions?

F. What is the state of our business affairs as regards procedures, organization and efficiency?

G. Is the Enterprise secure enough in conviction of its message and in finances to deal adequately with governmental pressures, competition, and the rapid social, economic and political changes?

H. How far-reaching is the planning and directing aspects of the Enterprise?

1. Should there be a long-range plan for the Enterprise as a whole and for individual institutions?

2. Might this plan include developmental projects on all phases of the Enterprise? (physical facilities, administration, curriculum, leadership--both national, international and ecumenical, finance.)

I. What is and what should be the policy of the Synod and Mission to the government Educational System? (conformity, opposition, passivity, indifference, submission, aggressively cooperative?)

J. Should the Synod and Mission have its own independent personnel policies which will help to attract and retain the desirable kind of leadership?

K. How can the Enterprise become more truly a cooperative project between Synod and Mission, looking forward to a fully nationalized and indigenous work?

## SPECIFIC QUESTIONS SUGGESTED TO THE SURVEY TEAM AS THEY EVALUATE INDIVIDUAL INSTITUTIONS

I. OBJECTIVES

A. What are the aims? How have they been formulated?

B. Are the staff and student body made aware of them and do they accept them?

C. Are they realistic and pertinent to the local felt needs?

D. How do these aims fit into the stated mission aims, the situation of the indigenous church, the context of Muslim-Christian relationships, and the rising nationalism?

II. ADMINISTRATION

A. Is internal organization adequate and efficient in relation to the needs of the institution?

B. Is there a clear philosophy of administration? Does it apply to the local situation?

C. Are administrative procedures conducive to cooperation and goal accomplishment?

D. Does the institution have a set of written policies?

III. FACULTIES

A. Do we have any clear personnel policies which include: qualifications required, promotion policy, salary scale, sabbaticals, pension and indemnity schemes, ratio between national and ecumenical personnel?

B. What about our recruitment methods? Do we attract and retain the desired type of teacher?

C. Are our faculties sympathetic with our aims, accept them and try to accomplish them?

D. Are they happy to work with us?

E. Do they receive the accommodation, facilities, and means of development which help them to do their best on the job?

F. Do we tap the resources in them to provide for richer and better accomplishments and to obtain more leadership in individuals and in groups?

G. What do we have in the way of an in-service education program?

IV. QUALITY OF STUDENTS

A. Do we have any admissions policy as regards:

1. Religious affiliation?

2. Social and economical levels?

3. Nationality?

4. Intellectual capacity?

B. Should we be more selective in our enrollment? If so, on what bases?

C. Should we limit our enrollment to fit our resources or should we expand our resources to fit the demand?

V. CURRICULUM

A. Is our curriculum well-planned out with objectives and syllabi?

B. Is it in constant revision to meet the changing needs and the demands from government and higher institutions?

C. Does it, in content and methods, contribute effectively to the accomplishments of the goals of the school and the student body?

D. What is the nature of our extra-curricular program?

1. Does it have clear objectives?

2. Is it effectively organized and run by competent personnel?

3. Does it supplement and balance the academic curriculum?

E. What about our Christian Education program?

1. Does it have clear-cut objectives?

2. Is it efficiently organized and run by competent personnel?

3. Are our methods and procedures up to date and effective?

F. Is our equipment and are our facilities adequate and up to date?

G. Are we dealing adequately with the rapidly changing social values?

H. Are we adequately meeting the technological changes?

I. What unique contribution is each institution making in its immediate environment?

VI. SUPPORT AND CONTROL

A. Do we have a financially sound basis for the support of our schools?

B. Are we clear as to what the term self-support means and implies?

C. Are our finances efficiently handled?

D. What sources of income can schools tap to supplement fees?

1. Income-producing property.

2. Foundation money.

3. Point IV.

4. Subsidy.

5. Endowment.

F. Should work be curtailed to be managed by present available income? If so, where?

V. <u>Local visits by the Educational Secretary</u>

The period of fieldwork extended from October 15, 1957, to January 6, 1958. In the first phase of fieldwork, the Educational Secretary made preliminary exploratory visits to 11 institutions of the Mission and 12 institutions of the Synod. During these visits contacts were made with administrators, teachers, students, alumni, citizens of the various communities, and members of boards of management. In addition, there was opportunity for observing these schools and colleges in the regular routines of daily work. This included observation of classes, inspection of libraries, laboratories, instructional facilities, and the overall physical plant. Individual interviews and group conferences yielded facts and interpretations which not only augmented the data secured with the use of questionnaires and other written instruments, but also provided interpretations and shades of meaning that would have been impossible through reference to the mere written word. This period of local visitation by the Educational Secretary constituted a substantial basis for later visitations by other members of the Survey Team.

In a real sense these visits prepared the way for careful evaluation by persons who brought to the local scene diversity of backgrounds and richness of insights from their experiences in comparable institutions in Asia and parts of the Near East beyond Lebanon and Syria.

ORIENTATION OF SURVEY TEAM

All members of the Survey Team had arrived in Beirut by noon of Sunday, December 1, 1957. A period of intensive orientation to the local and national scene extended from Monday, December 2, through Friday, December 5. Lectures and panel discussions provided instructive materials for understanding the current issues that affect the operation of private schools in Lebanon and Syria.

I. The following topics were included in the Orientation of the Survey Team:

A. Description and Analysis of the Situation in the Near East.

B. Description of the Relationships between the major Religious Communities in the Near East.

C. The Evangelical Community.
1. Composition of the Evangelical Community.
2. Evangelical Synod and its churches.
3. The Damascus Church and the Beirut Church.
4. The Community Church.
5. Union of Armenian Evangelical Churches.

D. The Christian Witness through the work of the Mission.
1. The nature of the witness.
2. Achievements (some fruits of this ministry).
3. Problems, frustration, failures, unfinished business.
4. Looking ahead--challenges and opportunities.

E. Mission and Witness through Education.
1. Number and types of schools.
2. Programs and special emphases.
3. Problems, needs, etc.
4. Prospects for tomorrow.

F. The Process of Evaluation--scope and methodology in the work of the Survey Team.

II. Persons involved in the Orientation of the Survey Team.

A. The members of the Team.

B. Individuals to make presentations and lead discussions on the topics under I (A - F).

C. Responsible officials of the Mission and the Church.

1. The Field Representative of the Presbyterian Board of Foreign Missions.

2. The Executive Secretary of the Syria-Lebanon Mission.

3. Executive Committee of the Educational Committee of the Mission.

4. Chairman of the Educational Committee of the Synod.

5. Moderator of the Syria-Lebanon Synod of Evangelical churches.

6. Moderator of Union of Armenian Evangelical Churches.

7. Other persons as desired.

The following persons rendered valuable service as lecturers, discussion leaders, and consultants:

Mr. Elias Abu Rustum

Director of Lower School, Tripoli Boys' School; Elder in the Church in Tripoli.

Rev. Hovhannes P. Aharonian

M.A., Hartford Seminary; Acting Principal and Professor of Christian Education, Near East School of Theology; Moderator of Union of Armenian Evangelical Churches in the Near East.

Rev. Farid Audeh

D.D. from Hanover College, Indiana; Near East School of Theology graduate; Pastor, Beirut Evangelical Church, former Chairman of the Near East Christian Council, and delegate of the N.E.C.C. to the International Missionary Council; Chairman of the Supreme Evangelical Council of Syria and Lebanon (legal body).

Dr. H. R. Boyes

Missionary doctor, Kennedy Memorial Hospital, El Mina, Tripoli, Lebanon; Chairman, Mission Medical Committee.

Mrs. Wadad Cortas

Principal, Ahliah College, Beirut.

Mrs. Afifah Dabaghi

Worker in Merjayoun Parish; member of Educational Committee of Synod.

Rev. Ibrahim M. Daghir

Near East School of Theology graduate; Pastor, Merjayoun Cooperative Parish; Secretary of Synod.

Rev. Douglas H. Decherd

Principal, Tripoli Boys' School and Educational Secretary of the Mission; (Chairman of Field Advisory Committee for the Survey).

Dr. Harry G. Dorman, Jr.

Fourth-generation missionary in Syria-Lebanon Mission; Executive Secretary, Near East Christian Council.

Rev. Dewey R. Eder

Pastor, Community Church of Beirut; an Evangelical United Brethren minister formerly in Naperville, Ill.

Dr. Nabih Amin Faris

Ph.D., Princeton University; Professor of History and Director of Program of Arab Area Studies, American University of Beirut.

Dr. Anis Frayha

Ph.D., University of Chicago; Professor of Arabic and Chairman, Department of Semitic Studies, American University of Beirut.

Mrs. Wadad Khuri Jeha

M.A., Cornell University; Principal, Sidon Girls' School.

Rev. R. Park Johnson

Field Representative in the Near East.

Mr. Tawfik Khabbaz

Principal of National College of Suk el Gharb and of Evangelical School in Homs, Syria; Elder in church.

Rev. Horace M. McMullen

Former Principal, Near East School of Theology; President of Aleppo College; Congregational missionary; Chairman of Refugee Work Committee of the Near East Christian Council.

Rev. Daoud Mitri

Pastor, Evangelical Church of Damascus; Near East School of Theology graduate.

Miss Rhoda Orme

Academic Dean, Beirut College for Women.

Rev. William A. Stoltzfus

President, Beirut College for Women.

Miss Irene Teagarden

Professor of Euthenics, B.C.W., and teacher of Home Economics, Sidon Girls' School; formerly Educational Secretary of the Mission.

Rev. Benjamin M. Weir

Evangelistic missionary in Nabatiyeh; Evangelistic Secretary of the Mission.

Rev. J. W. Willoughby

Secretary of Mission and of Literature Department.

Miss Lois Wilson

Principal, Nabatiyeh Girls' School.

This orientation procedure gave a historical setting to problems that are engaging the thoughts and energies of the leaders in every area of life in the Near East. Every issue in the economic, political and cultural sphere was seen to have a conditioning, if not determinative, influence upon the work of educational institutions.

Mission schools and Synod schools have the peculiar disadvantage of minority status in a situation where divergent philosophies of education are contending for popular acceptance and official support. The predominance

of the French system of education, with stress upon a closely prescribed program of studies and external examinations, allows little flexibility or latitude for the full development of the interests and capacities of the "whole person." Nor does the curriculum lend itself to the enrichment of human experience through a well-coordinated diversity of activities.

Narrow confinement to specific subject-matter and reliance upon memory as the exclusive means of learning leave undeveloped many phases of the intellectual, spiritual and social concerns of students. Success in passing formal academic examinations is the criterion, not only for entrance into the university and into the professions, but also for employment in government agencies and other publicly supported institutions.

Within the schools supported by Mission and Synod there is tension, and a considerable amount of frustration, resulting from the necessity to teach for the primary purpose of students passing examinations, over against the desire to teach for the development of intellectually competent, ethically sensitive, morally responsible and socially useful human beings as citizens in a complex society.

The necessity of conforming to government regulations in reference to student fees, teacher's salaries and indemnities presents difficulties and challenges equal to those in the areas of curriculum and methods of teaching. These private schools are bound by the recently adopted teachers' code. The immediate effect of adjusting to these regulations was deficits in the operating budgets of all Mission and Synod Schools without improving the quality of instruction or the efficiency of administration. The chief benefit of these measures was to increase the security of a generally underpaid profession and to prevent abuses of or by individuals whose rights and responsibilities needed the force of unambiguous legal definition.

Education under church and Mission auspices has been distinguished by relatively high academic standards, emphasis upon character training, concern with spiritual values and a generally democratic relationship between teachers and students. Also there has been acceptance of the idea that education is the composite effect of the entire institution on the whole life of the student in all his relationships. This philosophy, and the procedures that it inspires, came to be the hallmark of the Protestant Christian schools, known generally as "the American Schools." In none of these schools was the enrollment predominantly Protestant, and in few of them was the majority Christian. Moslem parents detected in these schools "an extra something," and they desired for their children "this kind of education."

Secondary education in Lebanon and Syria has been provided by the private schools. Only recently has government taken serious account of its responsibility in this area of public education. From the various categories of private schools (religious and secular), students have gone into colleges and universities or, after passing the stated series of examinations, have sought employment in government, business and teaching in lower elementary schools. Currently there are developments which indicate that Christian schools, and especially Protestant schools, will be confronted with mounting competition from the rapidly increasing number of well-equipped schools that are being established by government and private agencies on the secondary as well as elementary levels.

# THE PROCESS OF EVALUATION

Against the background of preparation and orientation, the Survey Team, 1) reviewed all previously submitted documents which gave descriptions of institutional organization, administration and instruction, 2) made group visits (never less than two persons) to all Mission Schools and to eight of the sixteen Synod Schools, 3) held conferences and consultations with officials of other private schools, 4) consulted officials at the American University of Beirut, and 5) talked with officials of the Lebanese Ministry of Education.

At the times of visits to schools and colleges the following opportunities were requested:

I. Group Conferences with -

A. The Committee of Management or Board of Directors
B. The Faculty Council
C. Special faculty committees
D. The Student Council
E. The Alumni Association Board, or Council

II. Personal Interviews with -

A. President or principal
B. Dean of Instruction
C. Registrar
D. Dean of Students
E. Librarian
F. Advisors and Counsellors
G. Teachers
H. Directors of Special Activities
I. Treasurers

III. Observations of -

A. Total physical plant and facilities--especially

Library
Chapel - in session
Classrooms and laboratories
Athletic and recreational facilities
Dining Rooms
Social rooms - lounges
Dormitories
Health facilities

IV. Access to written materials for reading, review and analysis

A. Catalogues and bulletins
B. Publications - student papers, yearbooks, faculty research and scholarly writings
C. Special reports and publicity materials
D. Constitutions, by-laws, budgets, faculty minutes

Most of these procedures were possible at all places visited. In the larger institutions and in the colleges and in the Theological School every item was included.

Statements of Purpose

Educational institutions must be evaluated in terms of their purposes. The point of reference which informs, inspires and directs the total life and work of the school must be sufficiently vivid in the consciousness of administrator, teachers and trustees to provide guidance for the development of curricula, the selection of students and the formulation of overall policies and programs.

Frequently the purposes of institutions are so obscured by long neglect or distorted by the pressures of expediency as to have negligible influence on current educational practices. There are instances in which statements of purpose are printed in catalogues and recorded in other official documents without any discernable connection with courses of study or the program of extra-curricular activities. In such cases it is likely that tradition, the momentum of history or awareness of the "demands of these times" provide sufficient impulse and justification for the continuity of particular schools and colleges.

Purposes that are defined by the specific and limited concerns of supporting bodies are more easily traced in the texture of institutional life. Vagueness in the statement or the understanding of purpose is reflected in the lack of coordination between instructional and administrative units and lack of helpful communication between responsible individuals and groups in the various departments and divisions of the school. Historic

purposes that have been nullified or altered by broad cultural changes or by deliberate response to shifts in the interests of controlling agencies, may remain unrevised in catalogues or in printed statementswhich are used for publicity, for recruiting students and for raising funds.

Much of the confusion and ineffectiveness observed in some of the institutions included in this Survey may be explained by the fact that few teachers and an even smaller proportion of students claimed any understanding of the purposes of their institutions. Many teachers and students were working and studying at one school rather than another for reasons other than commitment to a central purpose or devotion to commonly shared objectives.

A sampling of statements that have been given by administrative officers of Mission and Synod schools will give some impression of the relation between conceptions of the basic functions of educational institutions and the employment of teachers, admittance of students and making of budgets.

Summary on Statements of Purpose

The majority of the schools have as their sole or partial purpose that of relating learning to Christian faith and life. This purpose is expressed in such terms as that of providing a Christian atmosphere of learning, of giving a thorough academic training based upon Christian principles, of offering an opportunity for higher education under Christian auspices.

Closely related to this manner of expressing the school's purpose is that of declaring that, in part, it is to make Christ known,to develop the best in them with the view of their becoming mature individuals able to live the abundant Christian life, to build Christ-like character by making Christ known. Almost as many state their purpose in this manner as those in the first category.

One defines its sole purpose as that of preparing the future leaders of the Middle East . One gives this as a part of its purpose. Another, as a part of its purpose, to reinforce, strengthen, and inspire the Christian Ministry. Still another declares its main purpose is to have its graduates live a well-rounded life in a village environment and make a contribution there. Two, as one element in their purpose, that of developing in their students social sensitivity.

Turning to the Evangelical National Schools three of them agree that the purpose is:

1. The evangelistic aim.
2. To prepare the new generation to build the church.
3. To educate.

One of these schools states:

To prepare the students to accept Christ as Lord and Savior.

Summary of Major Objectives in Fulfilling Purpose

In giving the objectives there is found, sometimes, and overlapping with what is regarded as the purpose. These objectives can be summarized in three main categories:

1. To establish a Christian atmosphere wherein the students can come to know God and the message of Christ for their lives.

2. To teach Christian principles of conduct and prepare the students for Christian living and leadership in their respective communities. A few express the desire to contribute to the cause of Christian liberty and tolerance and to overcome prejudice and fear in non-Christians.

3. To maintain high academic standards and to give the students a respect for truth and a desire to search for it. One emphasizes that this should be accomplished by a community of learning.

Three of the Evangelical schools answer:

1. In having Christian leaders in our schools.

2. In having good teachers, well educated.

One Evangelical school:

To make the teachers understand this purpose

Summary of General and Specific Aims in Achieving Objectives

There are six institutions which indicate they seek to carry out their objectives by providing opportunities for worship and studies which relate to the Christian life; one school declaring that it focuses attention upon the Christian approach to truth in all departments.

Four state that they encourage the expression of Christian life and conduct in varying ways but with the emphasis on human relations.

Three mention the need of maintaining high standards; four by selecting a faculty and staff which conform to the purpose and objectives of the schools.

The following are found in one instance only:

An on-going "in-service training program for teachers
Provide opportunities for social contacts
Provide opportunities for group work
Provide opportunities to take responsibilities for supervision in class, in school function, S.S., etc.
Provide opportunities for dealing with problems democratically, encouraging understanding, the scientific attitude and the Christian spirit.
Arouse intellectual curiosity
Cultivate useful desirable habits of health and safety
Cultivate skills and abilities
Cultivate emotional maturity and control
Adopt policy of a limited number of students for effective personal contacts
More productive use of leisure time
Handling of discipline problems in Christian spirit
Keeping entrance requirements high
Sponsoring parent-teacher meetings and encouraging teachers to visit homes of pupils
Being fully identified with Protestant community
Maintain close contact with homes of students
Extend influence of school to villages
Give instruction and practical experience in home economics

Three of the Evangelical schools reply:

1. In having Christian secondary schools.

2. Having funds for helping in the fees of the young men and women of the church.

3. Having funds for giving good salaries.

One school:

In having meetings or conferences for the teachers.

A core of religious intention runs through the bulk of these statements. In some there is emphasis upon high academic standards; in others the vocational motif is dominant; while in still others the broad ideal of leadership and personal development is set forth as the "raison d'etre" of institution existence. It is evident that much piety has entered into these statements with minimum evidence of recognition of their origins, alterations or present relevance.

The morale of an entire school, and a clearer sense of direction, might be engendered among students and faculty by a careful restudy and, perhaps, reformulation of purpose and objectives. This is especially urgent for "Christian schools" in the Near East as they interact with the political, economic and cultural forces that are producing important changes in the management, support and curricula of all educational institutions. Boards of managers and supporting constituences can be assured that their intentions are being fulfilled only if students, teachers and administrators know why they are in particular places and what they are expected to achieve. This knowledge must be infused with a desire to be in these places and acceptance of contingent responsibilities.

## A. MISSION SCHOOLS

Eleven Mission Schools are included in this survey. Seven of these are Elementary-Secondary Schools, two are Colleges, one is a Theological School and one is a Rural Fellowship Center. The list below gives the names, locations and principals of these institutions. This section of the report will deal with the seven Elementary-Secondary Schools; the Aleppo College, Beirut College for Women, Jibrail Rural Fellowship Center and the Near East School of Theology are treated separately in the third section.

### MISSION INSTITUTIONS

| No. | Name of Institution | Place | | Name of Principal |
|---|---|---|---|---|
| 1. | Tripoli Boys' School | Tripoli, | Lebanon | Rev. Douglas H. Decherd |
| 2. | Tripoli Girls' School | " | " | Miss Wadad K. Dibu |
| 3. | American School for Girls | Beirut | " | Miss Elsa Farr |
| 4. | Beirut College for Women | " | " | Rev. W.A. Stoltzfus |
| 5. | Near East School of Theology | " | " | Rev. H.Aharonian (Acting) |
| 6. | Sidon Girls' School | Sidon | " | Mrs. Wadad Khoury Jeha |
| 7. | Gerard Institute | " | " | Dr. F. L. White |
| 8. | Aleppo College | Aleppo | Syria | Rev. Horace McMullen |
| 9. | Aleppo High School for Girls | " | " | Miss Luella Dunning |
| 10. | Nabatiyeh Girls School | Nabatiyeh, | Lebanon | Miss Lois Wilson |
| 11. | Jibrail Rural Fellowship Center | Jibrail | | Dr. S. Neale Alter |

The following statistical summaries will give some indication of the size and significance of these private "foreign" schools within the total educational picture of Lebanon. The situation in Syria did not permit the evaluation of schools at other places than Aleppo.

1. Total student enrollment (1956-57)

Elementary - - - 1517
Secondary - - - 1927
Collegiate - - - 578 Total - 4022

2. Total operating budget

1955-56 - - - L. L. 1,990,348 or $ 621,983
1956-57 - - - L. L. 2,204,776 or $ 700,000
1957-58 - - - L. L. 2,187,684 or $ 694,500

3. Appropriations from Board

| | |
|---|---|
| 1954-55 - - - - - - - - - - - - - | $ 161,406 |
| 1955-56 - - - - - - - - - - - - - | $ 405,377* |
| 1957-58 - - - - - - - - - - - - - | $ 174,264 |

* The 1955-56 total includes a Capital Funds appropriation of $ 315,613.

In these schools there are 229 Nationals and 65 missionaries serving as teachers, principals and administrators.

The total value of property is estimated at $2,500,000. This investment of material resources and educational personnel is an impressive manifestation of Christian outreach in an area where it is becoming increasingly difficult to make an effectual Christian witness. These schools have established a creditable record for making the personality of the pupil, rather than the formality of external examinations, the focal point in relationships between teachers and students. This central emphasis has not jeopardized the performance of these students (in comparison with students from government schools) in passing examinations and in securing admittance to higher institutions.

Mission Schools enjoy the reflected prestige of many of their graduates who are filling prominent positions in the professions and public affairs of Lebanon and the Near East. The alleged uniqueness of these institutions stems from the experiences of young men and young women who, during their formative years, are nurtured in an atmosphere where a high premium is placed upon personal integrity, social responsibility and vocational competence.

The close balance between the Christian and Moslem communities in the total population of Lebanon helps to preserve conditions for the unrestricted activity of religious bodies in the field of education. This generally favorable situation places responsibility upon the sponsoring agency for maintaining high educational standards and for helping to meet

the educational needs of the country, rather than seeking mere sectarian ends and serving non-indigenous interests.

Within the fields of education, religion and human relationships these schools represent the most hopeful centers for the meeting of East and West in friendly, constructive and mutually helpful encounter between representatives of many cultures.

The absence of rabid nationalism and the mildness of anti-western sentiment in Lebanon are factors that may become less favorable to freedom and initiative with the increased identification of political aspirations with religious loyalty. These schools are still in a unique position to create understanding within the Christian community and to establish more firmly the foundations of community between Christians and non-Christians; between America and the Near East..

The American system of education has played a vital role in the colleges and secondary schools of the Mission. This has brought these institutions into the position of challenging and seeking to alter a national system of education which operates upon a different philosophy and relies upon a different methodology. It is likely that the Mission Schools will be less successful in modifying the national system than in finding resourceful ways of transcending its limitations. Both approaches are possible simultaneously, without working at cross purposes and without self-contradiction. The Secondary School Principals Association provides a useful channel for dealing with most aspects of this problem.

In support, control and administrative direction these schools are predominantly American. Nationals are employed as teachers and assistants in administration. Two notable exceptions are the principals of the Sidon and Tripoli Girls' Schools. Also, the treasurers of the two Tripoli Schools and the Sidon Girls' School are nationals. The call

for "partnership in education" requires development of a new pattern of relationships in which Nationals will assume major administrative responsibility for institutions in their own countries.

It should be made clear that this aspect of "integration" does not imply the withdrawal of overseas personnel, nor does it mean the withholding of financial assistance. It does require a shift in relationships and re-distribution of responsibilities. This seems to be the only alternative to these schools becoming completely nationalized and thoroughly indigenous. To allow the latter to happen would be to forfeit one of our greatest opportunities for making the Christian witness through Ecumenical Mission in education.

SIDON GIRLS SCHOOL

Sidon Girls School provides a distinctive type of education. Its chief purpose is to train students for Home Economics, and it is well organized for this purpose.

The students live in cottages under the care of House Mothers. They take care of the cottage, plan and cook two of the three meals a day. They learn to live together and care for each other. The intimacy and responsibility of home life are combined with the more impersonal discipline of life in a boarding school.

The system entails a very thorough training of the young house mother. She has not only to care for the students, but also must guide their relationship to each other and help them to run the cottage and plan the meals. She has to be a person of endless patience and resourcefulness.

This environment gives the students continuous opportunities for making practical use of their skills in Domestic Science.

During the final year of school the girls attend Gerard Institute to prepare along with the boys for the government examination. This arrangement is still in an experimental stage and does not seem to be working smoothly. The previous preparation of the girls is different from that of the boys and they do not fit into the class. Some Sixth Secondary girls said they felt "lost" and found the work difficult. Also, they were unable to continue their duties in the cottages.

1. It does not seem possible to merge Sidon's special type of education into the others with emphasis on the Baccalaureate. Sidon School has a valuable and distinctive type of education. It should retain it and not try to graft the government system onto it. Girls who wish to follow the professions such as medicine or ordinary teaching should go to one of the other American schools, all of which are within reasonable distance of the area served by Sidon. Sidon should specialize in Home Economics and allied subjects. Its history, tradition and particular usefulness to girls have already created a special place for it in the community. It has nothing to fear from remaining distinct from the general stream of education.

2. There should be an effort to increase enrollment so that all the facilities for resident students are fully used.

3. The American Presbyterian Board should support the short-term American teacher. Their support by the School drains the resources of the institution.

4. The Elementary Department building needs to be completed.

5. The usefulness of the short-term teachers would be increased if they came out after a short period of experience in their own country, or after a teacher's training. They should be a channel for bringing in new ideas of education from America. This is not possible when they

are straight out of college and inexperienced themselves. Their most useful contribution seems to be in the field of extracurricular activities. They should be given opportunity for this and not overloaded with teaching. They should provide a useful channel for keeping alive the interest of the American Church in the work of the School.

NABATIYEH GIRLS SCHOOL

This school is thirty-four years old. It has 211 students of whom seventy-five are boys. It has a capacity for 250 students. It has eleven full-time teachers and four part-time teachers; two are Muslims. The fees of the school are low. They are half of what fees are in Sidon and Tripoli.

The School is situated in a community which is ninety-five per cent Shiite Muslim. It has seen a great change in the Muslim community. Thirty-four years ago practically all the women were veiled and there was no desire on the part of the girls for education: now the women have given up the veil and village girls are asking for education. There are four girls' schools in Nabatiyeh and scope for them all. At this School there was a happy atmosphere of having achieved its goal. Three years ago it moved into its fine new building with good classrooms in which everything looked clean and well-arranged. The elementary students were prepared for the Certificat and the secondary students for the Brevet.

The achievement of the School in the field of relationships seemed quite outstanding. It seemed to have a happy relationship with the Muslim community. They have a mothers' day programme when the mothers visit the School, and the Home Economics Society of the School invites the mothers to their functions. The Principal and the teachers visit the homes of the girls.

There is a Sunday School which meets in the school and is attended by 300 boys and girls from the surrounding community.

The school is on good terms with the Nuns School. They attend each others functions.

The extra-curricular activities are limited because it is a day school and the students have to go home as soon as school is over; however, there is a much appreciated Girl Scout group and a Home Economics Society.

The school has a young and happy staff, but it would like to have more well-trained teachers.

A new teachers residence has been built and the Principal has the downstairs flat and the resident teachers live upstairs. They have their mid-day meal with the Principal, which is a good practice and should be retained.

The fees cover only half the cost of the school; the other half is covered by a grant from the Education Committee and a grant from the Evangelistic Committee and special gifts.

1. The school has asked for a special subsidy for five years. This should be given high priority by the Educational Committee.

2. The school needs equipment for a science laboratory and a home economics laboratory.

3. There is scope for the school to have a Boarding Department. There are requests from families in West Africa, the Ivory Coast and Kuait for residential facilities for their children.

TRIPOLI GIRLS' SCHOOL

This school gave the impression of being used to its fullest capacity. It is situated in a busy part of the city and has a large enrollment. The classrooms were crowded.

The students were being prepared for the government examinations and seemed to be taking them in stride. There did not seem to be any undue strain or the sense of being over-burdened with the work.

The school seems to have a strong and well-qualified National staff ably supplemented by American staff. The Principal is in close contact with the staff as they eat together regularly. This is a valuable practice. Miss Teeter, one of the American members of the staff, is working with a committee of teachers drawing up courses for Bible teaching in different classes of the school. These courses will be very useful for all the Christian schools in Lebanon and Syria.

The school is situated on a busy street in a crowded part of the city and many of its problems arise from this fact.

The boarding department is very crowded and there is no room for expansion. Teachers, students and maintenance workers all live crowded together. The bathing and toilet facilities are most inadequate. About 60 students share one bathroom with the maids, and the faculty including the Principal share the other bathroom. The Principal has a small apartment but most of the rest of the resident staff share rooms. One large bedroom of the girls is "overlooked" by an adjoining building in a most undesirable manner. The kitchen and laundryare old-fashioned and inconvenient. Because the street in front of the school is very busy, the students enter the school through the kitchen.

The fabric of the dormitory building is insecure and a double story cannot be added to it nor can alterations be made without considerable expense.

The boarding department is in need of urgent attention. It would be ideal if the whole school could move to a new site in a less crowded area with more room for everything. The Principal does not think that moving out from the city would affect the enrollment adversely. A more desirable vicinity would be attractive to the students.

Another course would be to make alterations in the present building. This would have to be very extensive and involve considerable expense.

Would it be possible to have a hostel in a more desirable vicinity and remain in the present location for teaching and general academic activities? This possibility might be investigated, though it would not be an ideal arrangement. A gate could be made in the wall near the kitchen to enable the students to enter the compound from the quiet side street without passing through the kitchen.

The school needs a good science laboratory and the library needs to be improved.

TRIPOLI BOYS' SCHOOL

This school is located in the central city of Northern Lebanon and its history is closely interwoven with growth of urban population, expansion in the general economy and increased provision for the education of children. Since 1949-50 the enrollment of the Boys' School has ranged upward from 500 beyond 600 students. Educational planning and imaginative remodelling of the physical plant have gone a long way in meeting the pressures that have been put upon the school by a vigorous student body.

The institution is situated on a hill overlooking the city in one direction and the Mediterranean Sea in the other. That particular spot, near the center of the city, does not provide sufficient space for adequate recreational and physical education programs. This condition may be corrected by purchasing property adjoining the school grounds. There is some probability that a strip of land along the front of the campus may be required by the city for a road development project. In order to offset this loss of land area, the buying of more playing space seems essential.

The combined old and new buildings represent a most interesting work of architectural improvization on the part of the Principal. Within a compact area, and virtually under one roof, are the combined facilities of classrooms, chapel, assembly hall, indoor playing floor, library,

administrative offices, dormitories, bookstore, science laboratories, and music workshop. Mr. Decherd, the principal, has performed uncanny feats of designing and construction in meeting the needs for plant and physical facilities. For the size of the school and the character of the program, more buildings on wider space with more adequate equipment would improve the quality of academic work and enrich the experiences of students. Special mention should be made of the beautiful chapel built "out of space" over the roof of a porch attached to the original old building.

The students speak favorably of the school in terms of good teachers, friendly relationships between students and faculty and "freedom." Within recent years certain problems in student conduct have required increased emphasis upon faculty counseling and carefully measured discipline. The combination of the Principal, the Treasurer and the Director of the Lower Division represents a wholesome approach to the problems of internal management and administrative cooperation.

The faculty compares favorably with teaching staffs in the other Mission schools. Teachers manifest serious concern about the progress and development of their students and lively interest in their own professional improvement. There is need for more leaves of absence for advanced study and more "on campus" communication between teachers in the various subject-matter fields.

The library and science laboratories are seriously inadequate. The library needs enlargement of space, accessibility of books, attractive arrangements for reading and quiet study and additional hours when the reading room is open under proper supervision. A regular budget item for books, periodicals, maps, charts, visual aids, and music recordings could stimulate intellectual curiosity and nourish the dormant esthetic hungers of students and faculty alike.

Pressure for admission of students keeps the school in a favorable position in reference to continuity of operation and acceptance by the community. Some members of the faculty are concerned about the standards of instruction and the academic performance of Tripoli graduates who continue their education at American University of Beirut. There is a group of well-trained and energetic younger teachers who are aware of their own need for further preparation and who are equally alert to the danger of becoming complacent in a school with a large enrollment and minimum incentives for high intellectual achievement. Low or mediocre aspiration levels among students tend to lower the creative potential among members of a faculty.

The administration is giving time and attention to the Christian emphasis in the program of the school. Courses in Bible are taught by members of the faculty whose training and professional orientation qualify them for this responsibility. Chapel attendance, vesper services, voluntary prayer and study groups are means by which formal instruction is deepened and amplified. Due to the interest and expertness of Mr. and Mrs. Decherd in the field of music, the life of students and faculty is enriched by experiences of participation and appreciation in this phase of man's religious and cultural heritage.

The administration and some members of the faculty are communicants and active members of the local church. Here, again, the Decherds perform an edifying ministry of music as organist and choirmaster of the Arab Evangelical Church. This is a helpful and convincing identification with the community. There would be value for school and community if more members of the faculty made this kind of witness.

The total operation of the Tripoli Boys' School needs improvement and strengthening along the following lines:

1. Regular and frequent meetings of faculty and administration to discuss educational policy, institutional objectives and desirable curriculum developments.

2. More participation of faculty in making decisions affecting the life and work of the school.

3. More occasions for frank, free and constructive exchange of opinions between the Principal and "rank and file" staff members.

4. Creating an atmosphere in which all responsible persons may express honest opinions without fear of reprisal.

5. Improvement of library situation.

6. Activating the joint local Advisory Committee for the Boys' School and Girls' School.

7. Organizing a "Committee on Institutional Development" to formulate recommendations for strengthening educational program and improving physical facilities.

8. Developing a short-term and long-term plan for recruitment, training and placement of teaching and administrative personnel for present and future vacancies in the school.

9. More cooperation between Girls' School and Boys' School in certain specialized fields; such as science, music, art and dramatics.

## ALEPPO GIRLS' SCHOOL

Three years ago the single school moved to its new building on the same compound as the Boys' College. In the future it is to be administered as a unit with the boys' division and Junior College.

We were given to understand that there is a student body devoted to its school, whose loyalty had not been undermined by the prevailing political atmosphere.

The school has a very good library and it was very attractively arranged. The school has spent a considerable amount of money on this excellent library.

The staff situation in the school is a cause of concern. More teachers with better training are needed. Miss Dunning, the Acting Principal, has agreed to stay on for another year. She is doing an excellent job on temporary appointment, and should be appointed Principal on full term. Miss Griffis, a short-term missionary, has already extended her stay for one year. She will return to America during the Summer of 1958. She is a key person on the staff. She is the librarian, and is in charge of the religious program and the musical program of the school. Her departure will be a great loss.

Miss Winger, who is a part-time teacher, is to be married this summer, and will leave Syria. Miss Cassile, the Principal designate, will probably not return to Syria. In a short time the school will be left without the American members of the staff. An effort should be made to replace these missionaries without delay. The government is allowing replacements of missionaries but is not permitting new missionaries to come. If replacements are delayed too long, needed personnel may not be allowed to come into the country.

There did not seem to be on the faculty a suitable National who could take over from Miss Dunning should an emergency arise. But Miss Dunning was organizing the school in such a manner that the staff had considerable administrative responsibility. She, however, urgently needs a vice-principal.

The school is on the same campus as the college and no doubt draws help and strength from this recently developed relationship.

# AMERICAN SCHOOL FOR GIRLS, BEIRUT

Points of Strength observed.

1. Enviable history as a pioneering institution for girls' education.

2. Fine reputation, acceptance and respect of the community.

3. Students, appreciative, hard-working, alert, well-disciplined. Some with initiative and sense of responsibility.

4. Teachers, loyal and in good human relations. Some excellent, alert, thorough in teaching, and stimulating and fair to students. Classrooms visited: Algebra and physics

5. Frequent and regular staff conferences.

6. An active and responsible Student Council.

7. Good participation of students in important activities; such as leadership of Chapel.

8. Central location and valuable property.

9. Advantage of being an American school in this international city of Beirut, contrary to rural Lebanon.

10. Securing of a new campus.

Points of Weakness observed.

1. Buildings old, crowded, some in dangerously delapidated condition.

2. Science laboratory poorly equipped and disorderly. Needs better care.

3. Needs of trained teachers on a long-term basis.

4. Adjustment to the nationalization demand.

5. Weakness in English teaching should not be tolerated in an American school. (a part-time Arab woman teacher)

6. New principal should give a positive leadership, with increased evidence of a sense of direction.

7. Teaching in religion needs strengthening by improvement of method.

8. New principal seems unduly inhibited by "the way we used to do it" and by administrative precedents.

A plan for the development of the new campus and the use of the present campus should be studied in the light of changing environmental factors and community needs and developments. Planning for the new should go forward, while the best possible use is being made of the old.

# GERARD INSTITUTE

Points of Strength observed.

1. History of splendid educational accomplishment.
2. Fine quality and prestige of a large number of the Alumni, loyal and appreciative of the Institute.
3. Appreciation and acceptance by the community.
4. Confident and continued leadership of the Principal.
5. Wholesome personal relations of the Principal with the Moslem people.
6. Effective curricula, successfully meeting the baccalaureate requirements.
7. Fine building program--new classroom building, dining hall, boarding department are excellent.
8. Campus of good developmental possibilities, especially in reference to the projected city planning for Sidon.
9. Devoted hard-working teachers. Some with good training, initiative and deep concern for students.
10. Proximity of Sidon School of Girls.
11. Strategic location of the Institute in Lebanon.
12. Adjustment to the nationalization demand started.

Points of Weakness observed.

1. Apparent lack of communication between the administration and majority of teachers.
2. Limited number of qualified teachers with Christian conviction.
3. Quick turnover of teachers--cumulative personal influence missing.
4. Inadequate finance.
5. Possibility of alumni support unexplored. Needs cultivation.
6. Library facility--books and reading space not meeting the existing needs.
7. Ineffectual use, or even abuse, of short-term American teachers who are willing to work hard if properly directed and encouraged.
8. Overloading of the hard-working Principal.

9. Diffuse Christian emphasis.

10. Lack of democratic procedure and organization--one man show.

11. Too much of personal loyalty to the Principal and less for the Institution and its basic purposes on the part of some of the undeveloped staff.

12. Possibilities of closer cooperation with Sidon Girls' School. Need positive joint studies--pioneering opportunity for social liberation of the Moslems.

13. Paucity of national leadership. Lack of opportunities for development.

Needs

1. A suitable successor to Dr. White as Principal. This situation at Gerard would be strengthened and relationships within the school improved by the appointment of a National as principal.

2. Better arrangement of time and space for use of library resources.

3. In-service training and upgrading of certain members of faculty.

4. Review of daily class schedule to determine possibility of more time for students' informal intellectual interests; such as, student publication, literary society, international relations club and Student Council activities.

5. Redefinition of functions and reorganization of responsibilities of Treasurer's office, with definite assignment to a highly qualified person.

6. Further development of plan for joint Advisory Committee for Gerard and Sidon Girls' School.

7. More cooperation between Gerard and Sidon in curriculum planning and teaching.

8. Resources and facilities for re-emphasis on vocational education (along with baccalaureate).

## ANSWERS TO QUESTIONS FROM THE SURVEY ADVISORY COMMITTEE TO THE SURVEY TEAM

The Survey Team gave careful and unhurried attention to the two sets of questions put to it by the Educational Survey Advisory Committee. Our answers to these questions follow:

BROAD QUESTIONS

I. Concerning the objectives of the Educational Enterprise, Are the goals clear? Are people conscious of them? Are they relevant? Are they sufficiently interpreted?

Considering the Educational Enterprise as a whole, there seems to be lack of clarity and definiteness in respect to the specifically academic phase. Also, there is a minimum of agreement in reference to the content and methodology in the field of religious instruction. Generally, faculties in these schools have not given sufficient time to the discussion of goals and objectives. There is need for systematic and sustained interpretation by principals of schools and by the Educational Committee.

II. Concerning other aspects of the Educational Enterprise, Is the Enterprise in its present organization adequate to accomplish its aims?

The structure of individual institutions is well-conceived and well-developed. There is, however, nothing that approximates a "System" which ties the schools together in a real unity of purpose or in a coordinated scheme of administration and educational operation. A Board of Education or a combined (Mission and Synod) Educational Committee could provide the kind of structure that would help in giving direction to all of these schools in the areas of policy, curriculum, admissions, financial practices and public relations. For such a coordinated body, there would be need of a superintendent or an executive secretary at full time.

III. Does the Educational Enterprise have the right and balanced emphases to accomplish its goals?

The schools taken as a whole have the right emphases with some amount of imbalance in different areas. The elementary-secondary schools are concentrating properly upon the foundations of general education in preparation for passing the required examinations and for admittance to higher educational institutions. There is not sufficient provision for vocational education. "Fundamental Education" is developing in its rudimentary phases at the Jibrail Rural Fellowship Center and through the emphases on Euthenics at the Sidon Girls' School. There should be increased emphases on a financial provision for these specialized emphases.

It does not seem advisable at the present time to develop Bible school extensions at the Near East School of Theology. This service might be provided through the Synod in the parishes with the cooperation of members of the NEST faculty. There is need for a carefully developed program for parent-teachers associations and for such community activities as are sponsored by the family visitation program and community service program at Jibrail.

IV. Is the personnel now available sufficient in amount and quality to insure a set degree of efficiency in running the Mission-Synod Educational Enterprise?

More personnel will be needed immediately. There must be increase in the number and improvement in the quality. The educational preparation of teachers must be raised to a level that would equip them to perform effectively in the classroom and in all other phases of their responsibility as mentors and guides of growing youth. It must be assumed that the required personnel will be found among Nationals and among missionaries (fraternal workers) who meet academic qualifications, who are prepared to identify themselves with the needs of people, the purposes of these institutions and who have the capacity to engage in cooperative teamwork.

V. What policies bind the educational institutions together as regards transfer of students and staff and principals? Is there uniformity of academic standards?

The educational institutions are bound together by the awareness of being sponsored and supported partially by the Mission or the Synod. There is consciousness of being engaged in a program of elementary-secondary education. For most of them there is a sense of unity as "Christian Institutions." Beyond these general binding forces there is no specific set of principles, policies and practices sufficiently codified as to provide a frame of reference for all of these schools acting as members of a system. The clarification and codification of such explicit principles and policies would be very helpful.

VI. What is the correlation between the various levels of education of our Synod-Mission institutions?

There is no formally standard orientation. These schools as a group attempt to meet the requirements of government in reference to curriculum, faculty salaries, student fees, and other such items in the operation of the schools. Passage from elementary to secondary to collegiate levels is a matter of fulfilling minimal curriculum requirements. There seemed to be no specific standards or qualifications which determine eligibility for transfer from one level to another in different schools. This is a matter on which the schools as a whole need to work out mutually acceptable regulations.

VII. What is the state of our business affairs as regards procedures, organization and efficiency?

Business affairs are managed with differing degrees of efficiency and economy at different institutions. There seems to be sound practice and highly effective business and finance management at those institutions where there is a treasurer or a business manager to be responsible for this area of operation. There is usually less efficiency, economy and effectiveness where the responsibility for financial operations rest solely or heavily upon the principal of the school.

VIII. Is the Enterprise secure enough in conviction of its message and in finance to deal adequately with governmental pressures, competition, and the rapid social, economic and political changes?

The schools taken as a whole seem not to be sufficiently secure in conviction of message and in finances to deal with the various pressures, competitions, and changes that are taking place in the Near East. This means that the purposes of these institutions must be re-examined and re-affirmed and that the sponsoring boards must provide increased funds to help meet the recurring operating needs of the schools.

IX. How far-reaching is the planning and directing aspects of the Enterprise?

It is rather short-ranged and to some extent impromptu. There must be long-range planning for the Enterprise as a whole and for individual institutions. Such planning must include necessarily physical facilities, administration, curriculum, leadership--both national, international and ecumenical--, and finance.

X. What is and what should be the policy of the Synod and Mission in reference to the government Educational System?

Aggressive cooperation by all means. This will increase the helpful influence of these schools in the development of the educational system of Lebanon as a whole. Also, it will reserve to these schools vision and ability to pioneer and to experiment creatively within the limits of their present freedom of action.

XI. Should the Synod and Mission have its own independent personnel policies which will help to attract and retain the desirable kind of leadership?

This is essential. It is necessary that the personnel policies of these schools be of the kind that they demand high levels of academic preparation and professional competence on the part of teachers and administrators. All persons involved in the work of these schools must be dedicated to "the cause" and ready to assume responsibilities that will exceed many requirements of the official teachers' code.

XII. How can the Enterprise become more truly a cooperative project between Synod and Mission, looking forward to a fully nationalized and indigenous work?

We are now at the point where the Enterprise is one Enterprise. The separate educational committees of Mission and Synod are obsolete and anachronistic. This is an area in which the process of integration can be accelerated without the resistance of vested interests or the delays of fearfulness.

SPECIFIC QUESTIONS

I. Objectives--What are the aims? How have they been formulated?. . . .

The objectives of individual institutions are derived from the statement of purpose formulated by the Mission or the Synod as a guide to educational procedures and administrative practices. At a very small number of the schools were student bodies and faculties vividly aware of the contents of these objectives.

II. Administration--Is internal organization adequate and efficient. . .?

There is room for much improvement in the adequacy and efficiency of local school administration. There is no explicit philosophy of administration. Most of the principals seem to have "learned the hard way" through the vicissitudes of practical experience. At some of the schools administrative procedures were conducive to tension and friction rather than cooperation and goal accomplishment. The Survey Team saw no copies of written policies.

III. Faculties--Do we have any clear personnel policies. . .?

There is great variation in personnel practices from school to school. There are some qualifications imposed by technical requirements for teachers at various educational levels. There are standards in reference to salary and other financial benefits for missionaries and to a lesser degree for nationals. The recruitment of Nationals is unsystematic and somewhat subjective. At every school a nucleus of the faculty seems to be sympathetic with aims and are willing to work to accomplish them. There is need for careful re-study of institutional policies regarding recruitment, placement, professional competence, compensation and professional growth of faculty members.

IV. Quality of Students--Do we have any admissions policy as regards . . .?

In all of the schools there is a very wholesome policy regarding the admission of qualified students without reference to religious affiliation, nationality or socio-economic levels. In some of the schools the need for minimum enrollment causes a compromising of desirable academic standards for admission. To meet this problem resources must be expanded both to meet the demand for numbers and to maintain a high level of academic

standards and performance.

V. Curriculum--Is our curriculum well-planned out with objectives and syllabi. . .?

This varies from teacher to teacher. There seemed to be a minimum of supervision on the part of principals or other members of the administrative staff. Also, there seemed to be no occasions on which administrators and teachers gave unhurried consideration to educational objectives and desirable educational procedures. Equipment and facilities were generally adequate with the exception of serious deficiencies in libraries, science laboratories and recreational space at several of the schools.

VI. Support and Control--Do we have a financially-sound basis for the support of our schools. . . .?

No. All of the schools rely too heavily upon income from student fees for balancing the operating budget. There must be more income from the Board and the Church and from other sources such as foundations, alumni, and individual donors. It is better to curtail the work so as to maintain high academic standards than to struggle along with an expanded program at the expense of low standards.

RECOMMENDATIONS--REGARDING MISSION SCHOOLS

The Survey Team recommends -

1. That the Educational Committee of the Syria-Lebanon Mission of the Presbyterian Church, U.S.A., be dissolved, and that the Mission participate with the Syria-Lebanon Synod of Evangelical Churches in constituting a united Educational Committee to become responsible for all Mission and Synod Schools, elementary and secondary.

2. That the newly organized Educational Committee serve as a "Board of Education" to provide overall direction and supervision of these schools; and that this Committee assume all the responsibilities and powers that attached to the previously separate Committees.

3. That an Educational Secretary, Supervisor or Director be employed at full-time as the administrative officer of this Committee.

4. That the Executive Committees of Synod and Mission give leadership to their Educational Committees in taking necessary steps for the establishment and effective functioning of this united Educational Committee.

5. That this Educational Committee be constituted immediately (not later than September 1, 1958) as a step in the total integration of Mission with Church.

6. That requests for appropriations from the Board of Foreign Missions for the academic year 1958-59 be revised to include an amount sufficient to undergird the operation of Synod Schools.

7. That in this transition from separation into unity the withholding of funds or personnel on the part of the Board is neither intended nor implied.

8. That in the appointment of new principals to the present Mission Schools every effort be made to secure a well-qualified National.

9. That 1) the salaries of National principals be located in the proper category of the salary scale contained in the Lebanese "Law regulating the Teaching Staff in Private Institutions," 2) that they (principals) enter the Government Provident Fund, and 3) that provision be made for such allowances and benefits as residence, means for professional advancement and such activities and amenities as are essential to the office of a principal.

10. That the proposal for the transfer of the Tripoli Girls' School to a new location be approved and that the cost for purchase of land and construction of buildings be given high priority.

11. That the work of the Jibrail Rural Fellowship Center be transferred from the Department of Evangelism and Social Service to the Department of Education.

12. That initial steps be taken to develop building plans and educational programs of the American School for Girls on the new location in the suburbs of Beirut.

13. That the Educational Committee give counsel and assistance to the local schools in implementing the recommendations and suggestions that are being made to individual institutions.

14. That schools operated by other Evangelical churches be included in the foregoing provisions if and when such churches become integrally and fully a part of the Evangelical Synod or its successor.

## B. SYNOD SCHOOLS

Prior to 1940 the number of Synod Schools was more than one hundred. Today the number is sixteen. Perhaps a few more might be considered at some stage between bare existence and complete extinction. Excepting the secondary school at Zahleh, these schools are located in villages, and operate under the general authority of Synod and under the immediate supervision of the principal and a local committee. The School maintains itself on income from student fees in localities where very low fees, if any, are charged by other private schools and where government schools are free.

In all cases these village schools are lacking in the fundamental essentials of education. Their survival results from a mixture of the need for educational undergirding of village churches, desire for enlightenment in the rural evangelical community and a sense of pride and proprietorship on the part of Protestant families in predominently non-Christian villages.

Sixteen Synod Schools are included in the Survey. All but four of these were visited by members of the Survey Team -

### SYNOD SCHOOLS

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | Evangelical | Elem. | School | Shurbet Kanafar, | Buka' | Leb. | Miss Nasseemeh Haddad |
| 2. | " | " | " | Saghbeen - | Buka' | " | Mr. Yousuf Mahfouz |
| 3. | " | " | " | el-Kir'oun | " | " | Mr. Suheil Deeb |
| 4. | " | " | " | Antaneet | " | " | Mr. Joseph Mansoor |
| 5. | " | " | " | Mashgara | " | " | Mr. Fouad Haddad |
| 6. | " | " | " | Kub Elias | " | " | Mr. Riskallah Halaby |
| 7. | " | High School | | Zahleh | | " | Rev. Shawki Hawli |
| 8. | " | Elem. | " | Jdeeta | Buka' | " | Mr. Jurius Saba * |
| 9. | " | " | " | Minyara | Akkar | " | Mr. Jaleel Bahlees |
| 10. | " | " | " | el-Muruj | " | " | Mr. George Wadia Naim |
| 11. | " | " | " | el Khuyam | South | " | Rev. Ibrahim Daghir |
| 12. | " | " | " | Deir Mimas | " | " | " " " |
| 13. | " | " | " | Hasbayya | " | " | Mrs. Afeefeh Dabaghi |
| 14. | " | " | " | Alma Shaab | " | " | Rev. Ibrahim Daghir |
| 15. | " | " | " | El-Miya Miya | " | " | " " " |
| 16. | " | " | " | Majdaloona | " | " | Rev. F. Daghir |

---

It is difficult to report the evident sense of loss and estrangement resulting from the Mission "turning over" village schools to Synod and confining missionary educational effort and resources to the large, and chiefly urban, centers of Beirut, Sidon and Tripoli. The Evangelical Church was left with heavy educational responsibility without access to adequate resources in funds, plant or personnel. This situation not only weakened the Church in the nurture of Protestant families, but also cuts off the most useful medium of approach to the Moslem Community. This is the principal occasion for tensions and recriminations between Church and Mission.

The following excerpt from notes on a conference with members of the Educational Committee of Synod will convey some of the "fact and feeling"

aspects of this situation -

Statistics on growth of Schools under Synod in Lebanon (only: not Syria)

| Lebanon: | Schools | Pupils | Teachers | Income | Deficit |
|---|---|---|---|---|---|
| 1952-3 | 19 | 925 | 48 | LL42,560 | LL3,800 |
| 1953-4 | 18 | 974 | 51 | 68,987 | 4,800 |
| 1954-5 | 18 | 1175 | 53 | 97,441 | 1,309 |
| 1955-6 | 17 | 1305 | 62 | 93,453 | 3,675 |
| 1956-7 | 14 | 1304 | 56 | 100,[illegible] | 4,800 |
| 1957-8 | 15 | 1325 | 59 | ... ... | . ... |

All schools primary except 4 with secondary classes.
Deficits borne by director of local school himself. Caused loss of best teachers.
(Some help from Government & Parish)

Goal of school: 1) Evangelistic approach to non-evangelical community
2) Education: regarded best even by Muslims: 50%
American democracy approved, thanks to schools
3) Nurture of Church: No school = no church. Source of Protestants = schools. Main channel thru which spread Christ'n light. Direct evangelism failed, so education "evolved" instead. Moslems proud to say "I was brought up in Prot. school." 16,000 Protestants in Lebanon, but equivalent of 100,000. 2 Muslim schools, 1 gov't school available, but pupils leave and come to Kab Elias school, not because of language and math, but because they get "higher character."

How important is higher education? Very important.
How important is B.C.W.? No. Because not satisfactory in religion. 20 years ago, 50% of new graduates of Mission schools were pastors (i.e., half qualified to be pastors - vigorously evangelical) -- but not now.

Are present Mission schools supported by Church & Synod? Close relation? No relation now. Cut. No partnership.
Why? Because Missionaries look down on Arabs. We thought missionaries came to help spread the work. Prospering 30 years ago because of the kind of missionaries. Cooperated, helped, shared. Now - when try to meet him, he runs away from you. Seminary is in the Church, so it is related. But Institutions - people involved only in own institutions.

Mission defines goal of schools as 1) Provide personnel for Church; 2) Raise standards of the country. Do the schools actually do this? NO. Why not? Ask the missionaries!

What hope is there for Church-Mission relationship in village education? When cooperation existed, had 133 schools, 130 churches. Now Synod and Mission go separate ways. Of money sent to Lebanon, only fragment comes to Synod. Need $100,000. for buildings, reconstruct village schools. Present conditions are those of the dark ages, not the 20th century. Lebanon is not the Far East: westward orientation. Need

buildings, furnishings, equipment. With modernized buildings, would gain more pupils, get on feet, achieve genuine self-support. 5 years aid sufficient, both for elem. & Sec. schools.

## SUMMARY OF FINDINGS ON SYNOD SCHOOLS

I. What we have seen as a team:

Of 16 Synod schools in Lebanon: we have seen 8: (Educ.Sec. saw total of 12)
Miya-Miya, Khiam, Deir-mi-mas, Hasbaya, el Karoun, Saghbeen, Kub Elias, and Zahleh.
Of 5 Synod schools in Syria, we have not seen any.

a. School Plant

With few exceptions, school plant is woefully inadequate for the job being done. 1 - 2 - and 3-rooms in a small house are the general rule, and in these rooms students are packed tight, several classes in a room.

b. School Staff

With exception of Zahleh, impression is that staff is very poorly qualified in many cases, though there is usually at least one strong teacher in each school. Though academic standards are not high, yet schools seem to be able to move students up to higher schools to a rather surprising degree. Definite impression that schools are doing a better job than their appearance would suggest. Schools all well liked in their own community, able to compete favorably with other schools in area, though deficient in plant and grounds. In so saying, however, we have little cause for complacency. Educational standards in Lebanese village schools are too low to use as yardstick for Christian school.

c. Finances

1) Grossly substandard salaries
2) Very low fee structure
3) Deficit budgets: Local Committee does what is possible then asks remainder from Synod. LL 400 - 3000 per school. Total Deficit last year, LL 18,900.
But income raised locally by schools has risen from LL 42,560 in 1952/3 to 100,900 in 1957/7; more than doubled in 5 years.
4) Given more adequate plant, and temporary assistance on raising teachers' standards in salary and qualifications, the schools could move from deficit status to full and satisfactory self-support.

d. Educational Committee Structure

1) At present seems to be report-receiving committee, not an administrative educational board. Initiative seems to lie with local committees at each church or parish. Educ. Comm. appears not to exercise executive functions, but rather to guarantee financial support for the annual deficits.

2) Committees appears to combine function of Synod schools as 1) instruments of evangelism, and 2) as instrument for nurture of Christian community, i.e., Protestant community. Logically pursued, these goals move in opposite directions. Committee acknowledges both goals clearly and counts both necessary. This is proper, if purpose of schools is definite.

The Church has an inescapable responsibility and opportunity for an effectual ministry to the educational needs of village populations. There are six major limitations and six requirements that must be fulfilled: viz,

1. Program
2. Plant
3. Personnel
4. Finance
5. Administration
6. Supervision

The Survey Team recommends:

1. That the Synod dissolve its separate Educational Committee and participate in the formation of one united Educational Committee to be responsible for Synod and Mission Schools, elementary and secondary.

2. That Synod conduct an educational census in the Akkar, Bukaa, Sidon and Merjayoun areas in order to secure reliable information regarding educational needs in the villages.

3. That the united Educational Committee develop a geographical plan of rural educational districts (perhaps conforming to parish lines), and that a system of Schools be organized to meet the elementary and secondary needs of these communities.

4. That this plan avoid duplication, overlapping or wasteful competition with Schools that are meeting local needs.

5. That the plan provide for coordination of effort, time and resources through such arrangements as the consolidated school system in parts of the U.S.A.

6. That the Board of Foreign Missions of the Presbyterian Church in the U.S.A. be requested to assist in this undertaking by providing capital funds for the erection, remodelling or repairing of necessary buildings, and by making appropriations to operating budgets over a period of five years.

7. That the Board of Foreign Missions be requested to assist existing Synod Schools by annual appropriations in amounts sufficient to help these schools operate more effectively while the new educational plan is being developed.

ALEPPO COLLEGE

ALEPPO, SYRIA

I SOURCES OF INFORMATION

A. Documental

In addition to the general background materials, the Team was supplied with the following documents especially related to Aleppo College.

1. Catalog for 1957-58 with a supplementary sheet to be inserted between pages 24 and 25.

2. Leaflet, "Aleppo College, Aleppo, Syria."

3. Plan for the Development of Aleppo College, revised September 15, 1957.

4. Minutes of the Fall Meeting of the Board of Managers of Aleppo College, November 8, 1957 including reports by President McMullen, Academic Dean Miller, Dean of Girls' Division Dunning, Assistant Dean of Girls' Division Griffis, Dean of Students Weaver, Registrar and Director of Admissions Hannush, Director of the Boarding Department Musulli.

5. Budget for 1956-1957, Aleppo College; Current Income and Expenditure, June 30, 1957; Table of Comparison with those on June 30, 1956; and the Balance Sheet.

6. Proposed Revised Budget, 1957-58, American High School for Girls and Balance Sheet, June 30, 1957; and Statements of Current Income and Expenditure for the year ending June 30, 1957.

B. Observational

Miss Mangat-Rai and Dr. Yuasa visited the Aleppo College from Dec. 16, 1957, 4 p.m. to Dec. 18, 10 a.m. and met with representatives of administrations of both divisions, Armenian and Arabic church representatives, Religious Life Committee and Faculty Council. Interviewed President McMullen, Dean Dunning (Miss M-R), Dean Miller, Dean Weaver, Mr. Shepard, Miss Griffis (Miss M-R), Registrar Hannush, Mr. Musulli. Attended chapels, High School assembly (Yuasa), Christmas Choir, reception teas, lunches and dinners in faculty residences and boarding department. Observed natural sciences laboratories and Home Economics and English class (Miss M-R).

II OBSERVATIONS

A. Physical Plants

1. Location: Nationally strategic. Locally good, prominent, in desirable neighborhood although transportation is a problem for commuting staff and students.

2. Campus: Adequate in size, many future possibilities. Tree planting commendable and successful. Campus layout fair and acceptable.

3. Buildings: Substantial, new ones practical, adequate for purpose, in full use and well cared for.

4. Faculty residences: Adequate and of good quality.

5. Laboratories: Well equipped, in fine working order and effectively used.

6. Side Walks: Started to be laid down. More needed because of the nature of the soil.

7. Gymnasium: A makeshift. Very inadequate, too small.

8. Swimming Pool: An asset but the use by the girls practically ruled out because of the pool's proximity to boys' dormitory.

B. Educational Programs

As high schools and Junior College functioning in an Arab World, the present curricula are fairly well adjusted. Fully prepared for the Syrian baccalaureate requirements. Need for instruction for and in Arabic recognized. Thoughtful and foresighted adjustment and adaption of curricula strongly indicated in the light of need for the mounting demands for nationalization, increasing pressure from nationalism and especially of the legal restrictions imposed by the leftist military regime.

C. Students

More applicants than possible accomodation. Students active, healthy, well disciplined and friendly. Behaved just as they are expected against a dull speech in the Assembly. Said to be generally trust-worthy and loyal. The student council now free from outside political pressure. Too grade conscious. Interreligious group relations good.

D. Faculty

Fine group of devoted, united and strong faculty, both nationals and Americans. Excellent in training, in loyalty and in service motivation. Splendid esprit de corp, fine human relationship. Some maintain confidential intimate friendship with the outside community. Well integrated and accepted by Arab peoples. Excellent leadership and participation in extra-curricular activities. Warm Christian concern for individual students. Many are college conscious far above the high school mentality, seriously research minded. Eager to carry on research projects (See Dean Miller's report on AUB aptitude test.) Teaching load often too heavy in addition to extra-curricular duties, preventing more effective personal contacts with needy students and opportunities for self-improvement. Need for highly trained staff who would give a long term service, especially in the girls' division.

E. Administration

Alert, efficient, democratic, forward-looking and competently college minded. Enjoys the loyalty, confidence and respect of faculty, students, alumni, parents and the public. Administrative organization democratically conceived, in fine working order and used effectively. The President's plan for development, realistic, comprehensive, foresighted. To lose the President is a severe blow to the College.

F. Alumni

Include leading citizens of Syria. Some are of great influence and status. As a whole, appreciative of the educational privileges they received at the College and loyal to their Alma Mater. Some concern for the welfare of the College. If organized will be a strong factor. More systematic public relation work in Syria and U. S. A. necessary.

G. Christian Emphasis

Syrian law prohibits even voluntary attendance of Moslem students at the Christian religious services. Only Christian students are legally allowed and do attend the weekly chapel. (Yuasa attended the chapel in Boys' Division which consisted of Hymn singing and talk in Arabic. No prayer, no scripture reading.) Christian witness is mostly manifest in personal relations of the administration, faculty and students. Some church leader (Armenian leader) voiced a desire for more direct Christian emphasis. The College has served as an instrument of nurture and out-reach for the national churches. Produced many lay leaders.

H. Finance

The finance seems to be on a sound basis so far as the balancing of the budget is concerned. In 1957 a total of 670,562.89 S.L. was actually received and spent for current operation. Roughly speaking this is a budget of $275. per student. For the economy of Syria this amount may not be too low. However the total spent for salaries is limited, monthly pay ranging from 220 S.L. to 1,458.33 S.L. and only three receiving 1000 S.L. or more (all Americans). The top salary for the national is 798 S.L. The salary scale needs to be revised. That the College needs a more adequate financial support is obvious if the College is to stress high quality of educational standards. Sources of income must be increased, widened and stabilized.

I. Political Factor

What distinguishes Aleppo College is the dangerously critical political situation in which it is situated today. No one seems to know for certain what might happen to the College tomorrow, but all sense impending danger. Much depends upon the international tension affecting Syria. Rising tide of Moslem nationalism, understandable demand for nationalization of education, and the unpredictable development of ideological conflict and its influence on the present leftist military regime - all indicate the seriousness and complexity of the problems confronting the college and the church.

At present, freedom of thought, speech, assembly, communication and travel are restricted. Teachers are under tension to be alert and discreet lest they may jeopardize their own security or that of the College. No outside speaker is allowed unless his manuscript is submitted 10 days ahead for censorship and approved by the authorities. Students are loyal in general, yet they are not all trusted absolutely. All books and even maps are taboo and must be removed from the library if they have reference to Israel.

People as a whole do not hate America. On the contrary they admire and even think appreciatively of America. But they are intensely against American foreign policy in regard to the Middle East. This is the basis for their anti-American sentiment.

Such being the case, it seems to be wise not to display too much of Americanism such as the term American High School for Girls, American leadership in administration, etc. Needless to say, however, this situation does not call for any compromise or abandonment of the basic principles so germain to American education such as freedom, human rights, democracy, etc.

This critical situation constitutes a definite challenge to the Board of Managers and the College administration for wise and courageous policies and actions.

J. Contributions of the College to Syria

Aleppo College has undoubtedly been one of the important centers of liberal education and Christian witness in this basically Moslem country. That it has largely succeeded in its educational purposes is attested by the quality and the services of its alumni. That the College enjoys confidence and respect of the people is proven by the increasing enrollment inspite of its ceiling-high fees, political insecurity and current anti-Americanism. The very fact that Aleppo College is actually able to continue to function while several other foreign institutions are forced to retrench or to close down speaks eloquently for its recognized value and importance as a vital educational institution. It has pioneered effectively as a reconcilier of the Moslem society with the Christian community - a most valuable service to the Arab world. Now that Aleppo College is the only Christian American college in Syria emphasizes its significance and importance as a center of Christian enlightenment and democratic freedom.

The College has consistently served the national churches both in their nurture and in their outreach. It has been the main source of lay leadership of the churches. The College has been and is definitely a constructive asset for the Christian cause in the Middle East in general and in Syria in particular.

The College must carry on, come what may. To abandon it now is a criminal betrayal of the great cause for which so many sacrifices have been offered in the past. There should be no voluntary retrenchment. The only Christian thing for the College to do in these troubled times is to carry on with discerning alertness and thoughtful adjustment in organization, leadership, curricula, programs, and finance.

## III MAJOR PROBLEMS

### A. National Leadership

The Administrative Committee has suggested to the Board of Managers the appointment of a national as a successor of President McMullen by July 1958. This move seems to be wise, natural, timely and even necessary because of the critical situation now obtaining in Syria. Undisciplined nationalism under leftist military regime may force foreigners, especially Americans, out of responsible positions any day. It would seem wise to make this inevitable and logical transition in leadership while the initiative is still in our hands. Then the national so chosen can be helped to mature up to his new responsibility benefitted by continued advices and support of American colleagues. Naturally the candidate must have the confidence and support of the nationals. His public relations with the alumni and the public must be good and wholesome. So with his church relation.

Why not appoint the suggested candidate now and send him to U.S.A. as President-elect to study the latest in the educational philosophy and practice for at least one term? Addition of nationals to the Board of Managers should be considered also.

### B. Senior College Proposal

At present Aleppo College is a junior college. There seems to be some internal desire and some external demand to make the College a full-fledged 4 year college. It is a natural worthy aspiration. But in the light of the available resources and of the precarious political situation, it is far more important, legitimate and necessary to enrich and enhance the present junior college programs than to expand the curriculum to meet the requirements of a senior college. All Christian colleges should strive for quality work and high standard, still more so with Aleppo College so strategically located at such a critical juncture of history. The immediate problem is to make Aleppo College the best possible junior college rather than to transform it into a necessarily second rate senior college.

The present curricula should be evaluated and improved to meet the legitimate demand for nationalization simultaneous with more effective emphasis on liberal and Christian education. In order to achieve this dual purpose, a group study by the faculty with outside cooperation, if desirable should be initiated at once.

### C. Finance

Aleppo College has a splendid record of achievement in service to the Arab World. It has a remarkably able, devoted and united faculty with strong leaders both the national and American. It has five groups of students representing a cross section of the Arab society. It has loyal alumni and appreciative public. It has a grand campus and basic educational plants. What it needs most in this critical time is financial support adequate to meet the minimum needs in salary adjustment and in indispensable educational plant and facilities. The so-called expanded budget prepared by the administration merits a positive consideration. Once these financial needs are met there is no reason to doubt the ability of the Aleppo College not only to weather the present strife and stress but also to carry on its

distinctive and decisive role as a center of Christian enlightenment and democratic freedom in the Arab World.

What more effective and practical way to safeguard and advance the cause of freedom and democracy and to contribute and enhance realistically world peace in this tension spot of the world is hard to imagine. The need of the Aleppo College is a challenge to and an opportunity for the world-minded public of free America.

RECOMMENDATIONS

The Survey Team Recommends

1. That a "National" be elected to succeed the Reverend Horace M. McMullen as President of Aleppo College, to become effective immediately upon the effective date of Mr. McMullen's resignation.

a. This action would be in harmony with the will of the founders as expressed in the Statement of Purpose, viz "In accord with the will of its founders, the college strives to maintain evangelical principles in its corporate life and in its teachings, and to be, as far as possible, an indigenous institution, administered and supported by and for the people of Syria."

b. It would be a fitting acknowledgment of the competence of nationals now available for this assignment.

c. It would provide opportunity for the College to benefit from the able executive leadership of a member of the staff whose name has been called to the attention of the Board of Managers by his faculty and administrative colleagues.

d. It would be a wise and expeditious action on the part of the Board of Managers and the Supporting Boards while the initiative is still in their hands, and before determinative pressures are exerted by external forces.

e. It would increase official and public confidence in the integrity and "disinterested" intentions of the founders and present supporters of the College.

f. It would increase the College's prospects for survival and effective services to the Country in which it is located, during a period when the nationalistic spirit is expressed in Anti-Western and Anti-American terms.

2. That the Board of Managers and the related Boards (American Board of Commissioner for Foreign Missions, The Board of Foreign Missions of the Presbyterian Church, U. S. A., and The Trustees of Donations for Education in the Near East) take immediate steps to reconstitute the Board of Managers of Aleppo College so as to include additional Nationals and other members "at large", for the purpose of securing adequate funds and fashioning appropriate policies for strengthening the College in its services to the peoples of Syria and the Near East.

3. That the American Board of Commissioners and the Presbyterian Board of Foreign Missions enter into such negotiations with the Ford Foundation as would secure the contemplated financial grant for improving the physical plant and stabilizing the operating budget of the College.

4. That the two supporting Boards cooperate with the Board of Managers and the President of the College in developing a formula which would permit the College to raise funds in the United States and in other countries,

from sources outside of the regular channels of the American Board and the Presbyterian Board.

5. That the proposed "Plan for the Development of Aleppo College," be approved as the "working paper" for the future development of the College.

6. That proposals for major capital expansion or improvements of the plant be postponed until the present political and economic uncertainties in Syria are clarified.

7. That the supporting bodies secure and make available to the College increased funds sufficient to meet operating budgetary needs as indicated in the proposed budget for 1958-59.

8. That efforts be made to secure funds for providing additional classroom space to the present building of the Girls' Division.

9. That the Board of Managers and the College administration accelerate the pace for the full integration of the Girls' Division into the administrative, instructional and financial pattern of the College.

10. That the faculty salary scale be readjusted so as to attract and retain capable teachers of the highest quality.

11. That adjustments be made in the salary schedule so as to alter the discrepancies between salaries and cash benefits of nationals and overseas personnel.

# BEIRUT COLLEGE FOR WOMEN

The Beirut College for Women has grown from a Junior College with an enrollment of three students in 1924 to a Senior College with an enrollment of 450 students in 1956-57 and 402 students in 1957-58. The steady increase in enrollment has been characterized by the diversity of backgrounds from which students have come and the far-flung geographical areas represented in the present student body. Rarely does one find a college of this size containing so many factors in the composition of the student population which hold such great potentialities for the enrichment of undergraduate years. The cosmopolitan character of the campus is attested by the presence of young women from 4 continents, 16 different countries, 59 secondary schools, 7 major religious communities, and from every national capitol in the Near East.

1. Students. The religions census of the campus reveals 54% Christian, 41% Moslem, 3% Druze. There are four Jewish students and one Zoroastrian. In this one spot covering not more than 17,000 square meters is concentrated a cross-section of latent creativity and social usefulness unsurpassed by any college within the knowledge of the Survey Team. In personal interviews, group discussions and consultations with student leaders there were most reassuring manifestations of intellectual keenness, ethical alertness and vivid awareness of the cultural, political and economic ferment that is at work in the twentieth century world.

The growth curve has shown spurts at certain intervals since 1924, as the following figures indicate:

| Year | Students |
|---|---|
| 1924 | 3 |
| 1931 | 68 |
| 1941 | 102 |
| 1951 | 283 |
| 1957 | 450 |

Within the ten years from 1947-48 through 1956-57, there were only two years of regression in the roster of students. In 1950-51 there were nine less than in 1949-50, and a similar difference between 1953-54 and 1954-55. These minor fluctuations were not of sufficient size nor importance to depress seriously the upward trend toward full or near capacity.

2. Plant. The physical plant consists of six major buildings. These include Sage Hall, with classrooms, library, biology laboratory, art studio and offices for faculty; Irwin Hall, with offices of administration, auditorium, gymnasium, radio studio, chemistry and physics laboratories, social and recreation rooms; Shannon Hall, with Home Economics laboratories, nursery school and a "model home" for Euthenics Department; Nicol Hall, dormitory, dining room and infirmary; Faculty Apartment Building; and president's home. The total physical plant is valued at $1,250,000.

3. Faculty. The teaching staff consisted of 51 persons in 1956-57 and 45 for 1957-58. In both of these years large percentages of the faculty were new and part-time. Also in both years the percentage of Americans

was large; 24 of the 51 in 1956-57, and 23 of 45 in 1957-58. Men constitute a substantial proportion of the instructional staff; 13 in 1956-57 and 10 in 1957-58.

4. Support and Control. Page 4 of the 1957-58 catalogue carries the statement that "The Beirut College for Women, Beirut, Lebanon, is conducted under the auspices of the Syria-Lebanon Mission of the Presbyterian Church in the United States of America." The constitution of the College states that "responsibility of the management of the College shall be vested in the Syria-Lebanon Mission in accordance with the regulations of the Mission for all its institutions, acting through the Committee of Management." The Committee of Management consists of 7 members, 4 of whom are members of the Syria-Lebanon Mission. Of great importance is the constitutional provision that "final authority on all matters pertaining to the academic standing of the College and the use or disposal of property and equipment shall be vested in the Board of Trustees appointed by the Board of Foreign Missions of the Presbyterian Church in the U.S.A." In actual practice the Committee of Management is a subcommittee of the Mission, and its functions are three steps removed from the final authority and responsibility of the Board of Foreign Missions or the Board of Trustees.

5. Purpose and Objectives. The purpose of the College has been stated variously. In the Approved Constitution for the Trustees, June 14, 1950, the following statement appears:

> 1. Purpose. The Board of Trustees of the Beirut College for Women shall be a body incorporated under the Board of Regents of the State of New York to extend to girls of the Near East an opportunity for Christian education under conditions acceptable to the culture and needs of the area in accordance with the principles and purposes of The Board of Foreign Missions of the Presbyterian Church in the United States of America, including a four-year course of study leading to the Degree of Bachelor of Arts (B.A.) and such other courses and degrees as may be sanctioned by the Board of Regents.

The Faculty Handbook, October 1957, uses the following statement as part of the welcome to new teachers and recommitment of continuing faculty members.

> Since the Beirut College for Women is under the auspices of the American Presbyterian Mission, printed below is a statement of the Mission aims and purposes in its institutions to be kept before faculty and staff members at the College.
>
> At the beginning of another year of service, the American Mission welcomes those who for the first time are engaging in the work, and renews its welcome to the many who have been cooperating in previous years.
>
> The Mission desires at this time to remind all of us who are engaged in the various phases of the work, of its aims and purposes.

> The supreme purpose in all the work carried on by the American missionaries in Lebanon and Syria is to make Christ and the Christian way of life known and to build up in all the pupils in schools, patients in hospitals, and the people in general, mature Christian character. It is essential therefore that all who are associated with this work in the institutions of the Mission shall contribute in every way possible to further these fundamental purposes.

The statement in the current catalogue represents refinements, or perhaps expansions, of purpose in the direction of needs and interests of the present student body and in accordance with developments in the status and activities of women in the Near East.

> The purpose of the Beirut College for Women is to offer a liberal arts education for those who have completed their secondary school education and are qualified to go on into higher education.
>
> Its program of courses and its activities and facilities are designed to prepare women to assume their place of responsibility in the modern world as mothers, wives, professional women, and community leaders.
>
> Emphasis is placed on the cultural and spiritual development of each student and on the fostering of mutual understanding and friendly relations as they apply to the family, the community, the nation and the world. It is the policy of the College to keep the enrollment small enough to make possible a personal relationship between faculty and students.

6. Curriculum. Efforts are being made to clarify the purpose of the College and to restate its objectives in such way as to give direction for the development of an appropriate curriculum. The present program of studies is more the product of yielding to the persuasiveness of individuals and groups in and outside of the College than the outcome of rigorous and objective consideration of the capacities, needs and interests of prospective students, the enduring values in human experience, and the demands upon individuals who would live as enlightened and socially useful persons in a rapidly changing culture. The following list suggests the quality and direction of thinking on the part of a Committee of the faculty and the Academic Dean.

OBJECTIVES OF THE COLLEGE

(as revised Spring 1956)

A. Understandings

An understanding of:

1. themselves and of standards of good family and personal relationships.

2. the process of choosing a suitable vocation.
3. the dignity of labor.
4. scientific method and its practical applications.
5. the manner of living, institutions and ideas of East and West in their historical-geographical setting.
6. the students' own cultural background.
7. interdependence of nations and its underlying factors.
8. mankind's relationship to the cosmic universe.

B. Appreciations

An appreication of:

1. moral and spiritual values.
2. beauty in all its forms.
3. the best in literature.
4. logical analysis and rational thought.

C. Skills, Abilities and Habits

The development of:

1. sound habits of thinking.
2. the ability to comprehend difficult material, to write summaries and to make outlines, and the habitual use of these abilities.
3. the ability to speak and write with clarity and in good form.
4. the habit of working independently.
5. ability to do a careful piece of research.
6. habits conducive to physical and mental health.
7. the habit of using leisure time creatively, involving the cultivation of one or more interests or hobbies.
8. the habit of making decisions independently.
9. the ability to work harmoniously and deal tactfully with different kinds of people.
10. the ability to budget time and money efficiently, both for personal living and the needs of the family.
11. some of the skills needed in community leadership; how to conduct a meeting or discussion, how to organize a campaign, how to write a report or keep the minutes of a meeting, how to present one's ideas before a group, how to organize a party or activity for young people.
12. habits of taking responsibility as contributing member of a group.
13. ability to participate intelligently in social conversation.
14. habit of reading a daily paper or weekly magazine and keeping informed about current events.

D. Attitudes and Traits

The cultivation of:

1. a challenging religious faith by each individual.
2. personal integrity in all choices and relationships.
3. open-mindedness toward unfamiliar ideas.
4. adjustability to new situations.
5. intellectual curiosity.
6. regard for the welfare of the group as more important than personal desires.
7. persistence and courage in the face of difficulties.
8. general dependability.
9. purposefulness.
10. problem-solving attitude.
11. initiative upon assuming appropriate responsibility.

7. Administration. One of the most unsatisfactory features in the management of the College is the employment of teachers and stabilizing the permanent faculty. Within the twelve years between 1945-1957, a total of 79 teachers remained only one year. Many factors are connected with this record of excessive turn-over, but the two most important factors are salary and indefiniteness of tenure. In the First Semester of 1957-58 15 of the 45 teachers were part-time. Of the full-time teachers, 21 received salaries ranging from LL 4000 to LL 8000. Only one received LL 8000, and 14 received LL 5000 to 7000. Some full-time teachers, on special arrangements, are paid less than LL 3500 per year.

This condition of an underpaid, unstable and too largely inexperienced faculty affects the morale of the teaching force and places the College at a disadvantage in eliciting maximum effort from the least secure members of the staff. Also, the College has lost some of its most able and resourceful teachers because of an ambiguous policy and vacillating practice in reference to faculty appointment, compensation and professional development.

The College lacks some of the feature of real community. Systematic and effective communication within faculty and administrative circles would do much to generate enthusiasm for total work of the institution and would open channels for helpful contributions of faculty to the development of the College. Neither students nor faculty are brought within the orbit of responsible discussion and decision on matters vital to the welfare of all. The process of deliberation is so narrowly limited as to create an atmosphere of suspicion and unarticulated hostility.

8. Future Prospects. Enrollment statistics for the past ten years would seem to support the expectation that admissions will be selected from a fairly constant supply of applications from well-qualified prospects. Barring serious dislocations in the economies of the Near East, there are conditions by the proper management of which the College could establish and maintain standards and practices adequate to meet the demands of a more and more exacting clientele.

The Survey Team makes the following summary of these conditions:

A. Strengths

1. A good location--the catalogue states quite aptly that "The campus is beautifully situated on a hillside overlooking Ras Beirut while the Lebanon Mountains tower in the distance."
2. Good physical plant--suitable for an enrollment ranging from 350-450.
3. Good student-faculty ratio (9:1)--in 1957-58, 45 teachers to 402 students.
4. Diversified program--curricular and extra-curricular activities helpfully complementary.
5. Nucleus of well-trained, professionally competent and devoted faculty.
6. Core of able, alert and energetic students.
7. Good reputation in Lebanon and other countries. This was attested by comments and expressions of appreciation from responsible citizens in different parts of the Near East.
8. Students from four continents--Africa, Asia, Europe and North America.
9. Influential, useful and concerned alumnae--Under the leadership of Mrs. Charles Malik, this group manifests constructive interest in the College and is planning for more substantial assistance through financial support and suggestions for curriculum developments.
10. The interest and moral support of many individuals and groups in Beirut.

B. Weaknesses

1. In the area of administration

   a. Lack of clarity regarding functions and relationships of administrative officers.

   b. Inadequate definition and organization of responsibilities of faculty and administrative personnel.

   c. Lack of communication between faculty and administrative associates on matters involving the total operation of the College.

   d. Insufficient participation of faculty in making decisions for the operation of the College.

   e. Too limited program in public relations.

   f. Inadequate provision for financial operations and business management.

2. The Faculty as a whole lacks awareness of the purpose and objectives of the College.

3. The curriculum shows signs of growth without careful reference to the needs of students and current social, economic and cultural developments in Lebanon and the Near East.

4. Instability of faculty--high annual turnover; generally underpaid; too large a proportion inadequately trained; too large a proportion American (20 out of 45); and too many of these on the extremes of the age range.

5. Too close dependence of admissions practices upon need for income from student fees. This results occasionally in compromising the principle of selective admissions.

6. Too wide discrepancy in teachers' evaluation of students' academic achievement.

7. Lack of statutes dealing with such matters as employment, salaries, professional advancement, tenure, etc.

8. Excessive responsibilities in the job of the "Director of Maintenance."

9. Committee of Management not adequately constituted to meet needs of the College at this stage in its development.

10. Uncertainty and tentativeness in reference to specific Christian emphasis.

11. Deficiencies in certain physical facilities--library, science laboratories and infirmary.

12. Problems and needs in personnel program and student-faculty relationships.

RECOMMENDATIONS

The Survey Team recommends -

1. That plans be made immediately for moving into the next important phase of the life and work of the College. This will require major changes in administration and alterations in curriculum.

2. That steps be taken immediately to secure an individual with the highest personal, educational and administrative qualifications to become successor of Dr. Stoltzfus as President of the College.

   There should be no delay in electing the new president and inaugurating the "Program of Advance" for the College.

3. That the Curriculum Committee fix a definite time limit for the review of the program of studies and for making its report to the faculty. The findings and recommendations of this Committee should be available for approval by faculty and Committee of Management (Board of Managers) by March 1, 1959.

4. That in the reorganization of the curriculum, the needs of students and the social, cultural and political demands of Lebanon and the Near East be kept in focus.

5. That the Spiritual Life Committee of the Faculty give careful attention to strengthening the explicit Christian emphasis in Chapel, Courses of Study and in other phases of campus life.

6. That financial procedures be reorganized by appointment of a well-trained and experienced controller to direct and supervise the business operations of the College.

7. That the duties and responsibilities which are now assigned to the Director of Maintenance be re-examined, with a view to relieving the present Director of an excessive and unwarrantable "job load." The present incumbent should be given a reduced assignment in keeping with her high competence and her value to the institution.

8. That a special Committee on Admissions be formed to develop a long-term strategy of student recruitment.

9. That a joint committee of faculty, administration and Committee of Management give careful consideration to relocating the infirmary, improving science laboratories and locating the prospective new library. (The library should be given a central and attractive location.)

10. That the student personnel program be given special attention. Much needs to be done to improve every phase of campus and community relations; including counselling and guidance, student-faculty relationships and social activities.

11. That a "National," an Alumna of Beirut College for Women, be selected now and given a year of special study and observation in preparation for appointment as Dean of Women.

12. That the Committee of Management be reconstituted with enlarged membership, powers and responsibilities. The reconstituted body should have the status and functions of a "Board of Managers" rather than a sub-committee of Mission or Church.

13. That the Presbyterian Board of Foreign Missions enter into such negotiations with the Ford Foundation as would secure the proposed financial grant for improving the physical plant, stabilizing the faculty and strengthening the program of the College.

14. That the Board of Foreign Missions of the Presbyterian Church, U.S.A., make provision for direct participation in the implementation of these recommendations through the services of the Field Representative, the Portfolio Secretary and the Educational Secretary of the Board.

## JIBRAIL RURAL FELLOWSHIP CENTER

The Jibrail Rural Fellowship Center is a creation of vision and originality. It is situated in the middle of a village community. The buildings and plant are simple and not completely divorced from the village pattern. It has close ties with the surrounding village.

### Personnel, Equipment and Program

1. Its student body is composed of boys and girls of the surrounding villages. Most of the boys and girls from this area seem to want to go to secondary schools--but Jibrail draws those who will be willing to go here and work on the land.

2. Most of the staff are from the surrounding villages.

3. The school gives the village services such as advice about cultivation of trees--olives, apples and various kinds of fruits, vegetables and grain. It also gives advice in regard to animals and animal diseases.

4. Through its young peoples' clubs in the surrounding villages it helps young women in domestic and child welfare matters.

5. There is a kindergarten school as a workshop in education.

6. The agricultural plant is quite remarkable considering it is of recent origin and its growth retarded by limited resources. There are cows, goats, poultry and rabbits. Also there is an orchard and agricultural land; there is an oven where bread is baked by students for the entire school, a laundry, a carpentry workshop, a cement block machine and a construction project. The students are responsible for all these things and fully learn the care of them under faculty supervision.

7. Weaving is one of the industries in which boys and girls get practical experience.

8. There is also an academic program comparable to the elementary level.

The place has an indigenous and rural flavor and does not aspire to a standard which has no reference to its surroundings. There is a remarkable unity of purpose among the staff. They seem to feel involved in a growing enterprise and are deeply consumed in it.

The group centers its religious life in the local Greek Orthodox Church, and no doubt is forging a link of goodwill with that Church, and perhaps is a channel for revitalizing it.

It is the purpose of the Center to conserve the folk culture of the region. The students are encouraged in keeping alive the local dance and songs and arts, A collection is being made of Arab village songs.

The following criticisms and judgments were made about the Center:

1. The site of the Rural Fellowship Center is not near a Protestant community.

2. The enterprise is not within the educational pattern of the Protestant church. The Church is more interested in another type of education and is not anxious to help the boys and girls on the land.

3. Even the people around the Center do not appreciate its work and would rather send their children to ordinary elementary and secondary schools and only regard it as a second best.

4. The Center absorbs too large a share of the resources of the Christian enterprise. It wants a subsidy of $10,000 a year, while the total subsidy given by the Mission to the Synod is $6,000 a year.

The Future

1. Agriculture is basic to every economy, therefore an enterprise like Jibrail is of vital importance in training rural youth for expertness in this field.

2. The future support of the Center is of pressing importance. Two sources of part support will cease this year; these must be replaced.

3. A plan for an additional building has been projected. Funds must be secured for this and other capital developments.

4. To be really useful to the community, a generous scholarship fund is necessary.

5. More technically trained personnel must be secured to give leadership in practical phases of this program.

6. A suitable successor to Dr. Alter must be secured as Principal.

## RECOMMENDATIONS

The Survey Team recommends -

1. That the Jibrail Rural Fellowship Center be transferred from the Department of Evangelism and Social Service to the Department of Education.

2. That appropriations be made to the 1958-59 operating budget of Jibrail sufficient to offset the loss entailed in the termination of a special grant.

3. That the proposed united Educational Committee include the financial needs of Jibrail (capital and operating) in planning for the maintenance, operation and development of all schools for which it becomes responsible.

4. That a special committee on "Planning and Development" be appointed to give full attention to needs and resources for the future development of Jibrail Fellowship Center as an educational institutional.

5. That long-term plans be made and immediate steps be taken to secure adequate faculty and administrative personnel for this enterprise.

6. That the Educational Committee cooperate with the principal and faculty in formulating a program of public relations and recruitment of students.